



## INFORMATION PACK

### Learning Support Assistant in the Marton Suite (specialist provision for children with autism).

#### Bright Futures Educational Trust

Bright Futures Educational Trust (The Trust) is a multi-academy trust set up in 2011. The Trust is made up of a richly diverse group of schools in Greater Manchester and Blackpool. We are passionate about working together within and beyond the Trust to achieve our aspirational vision: the best *for* everyone, the best *from* everyone. We are an organisation that is underpinned by values of: community, integrity and passion. In everything we do, we remember that we are accountable to the children, families and communities that we serve.



Our schools have their own identities and form one organisation and one employer, Bright Futures Educational Trust. Bright Futures' Board of Trustees maintains strategic oversight of the Trust and delegates some of its responsibilities to the Executive Team, Principals and local governing bodies. We place a high value on integrity and probity and take seriously our accountabilities for making the best use of public money. How decisions are made is described in our delegation framework. You can find out more about the Trustees and the Executive Team on our website: <http://bfet.co.uk/about-us/>.

The central team, comprises the Executive Team: John Stephens, CEO; Edward Vitalis, Chief Operating Officer; Gary Handforth, Director of Education; Lisa Fathers, Director of Teaching School and Partnerships and Lynette Beckett, Director of HR & Strategy. The focus of these roles is to work with schools, providing high quality and timely guidance, leadership, challenge and support. In addition to the executive team, we have central operations for finance, HR, educational psychology and Digital Technologies. Please see our website brochure which explains our central operations: [Working together for a Bright Future](#).

Bright Futures Development Network is another important outward facing component of our organisation. Underneath this umbrella we have 5 network hubs. 'The Alliance for Learning' (AFL) which provides school improvement services and CPD to over 700 schools (<http://allianceforlearning.co.uk/>); a North West Maths' hub providing mathematics training and coaching to 500 schools: a SCITT (School Centered Initial Teacher Training) which is the largest in the North West. After significant national reforms to the teaching school policy, Bright Futures was designated with two new large-scale Teaching School Hubs in 2021. The areas we serve are Manchester, Stockport, Salford and Trafford.



Collaboration and strong relationships form one of the 'commitments' in our Strategy and all components of the Bright Futures' family work closely together. Our Strategy was developed collaboratively and can be found on our website: [Our Strategy](#).

## **Marton Primary Academy and Nursery**

Marton Primary Academy has a long standing and successful commitment to inclusive and high-quality education for all pupils. Our vision is for children and young people with special educational needs and disabilities (SEND) to enjoy their education in the most inclusive environment possible and be supported in participating as fully as they can in the lives of their schools and their local community.

Some pupils who have an Education and Health Care Plan (EHCP) to meet their special needs require a higher level of specialist support than can be provided in a mainstream setting. However, their needs are not so complex or severe that they require a place at a special school. To meet this need, Marton Primary Academy in partnership with Blackpool Children's Services has developed an Additionally Resourced Provision on site for nursery and primary aged children with autistic spectrum disorders (ASD).

Pupils who are admitted to The Marton Suite are absolutely pupils of Marton Primary Academy & Nursery. We have created a provision that will include numerous opportunities for inclusion within mainstream classes and wider school life. This provision is being carefully developed so that staff, pupils, parents and carers benefit from close and integrated working between the special and the mainstream provision, taking the best from both approaches and creating a holistic, inclusive 'Marton' provision with high aspirations for all.

Children will be based predominately in 3 bespoke classroom areas, according to their need. There is a separate entrance the Suite for use at school drop off and pick up. For the majority of the time the pupils would be supported with a greater adult to pupil ratio throughout the school day including unstructured times. The provision will be resourced with a specialist team of teaching and support staff in order to ensure the needs of pupils are met effectively.

The facilities have been designed to meet the special needs of the pupils and to promote inclusion. The design will take account of the sensory environment, including the proximity of others and visual and auditory stimulation. Each class base will have a its own secure outdoor play and learning area.



### Why work for us?

## Bright Futures

A great place to work

We offer a great opportunity to join an organisation which really lives its values. Our working environment is very inclusive and whilst you can expect to be challenged in your role, you will be supported through professional learning, treated fairly and with dignity and respect. Please see the Equality, diversity and inclusion statement on our website: <http://bfet.co.uk/vacancies/>.

### Terms and Conditions

- Salary:** NJC scale points 4 to 6 (Bright Futures Grade 3). The full time equivalent pay is £18933.00 rising to £19698.00 per annum. The actual pay based on the below working pattern commencing £13647.46 rising to £14198.90, per annum actual pay. Pay progression is linked to performance.
- Working weeks:** This is a great opportunity for flexible working as the role will work *38 weeks during school term time*
- Hours:** 31.25 hours per week over 5 days. Flexible working will be considered, please discuss at interview if you wish this to be considered.
- Holidays:** You will be paid for the prorated equivalent of 25 days, plus 8 public holidays. This increases to 30 days plus 8 public holidays after 5 years' service.
- Pension:** Local government pension scheme. Please take a look at the website: [www.lppapensions.co.uk](http://www.lppapensions.co.uk)
- Other:** We offer salary sacrifice schemes for purchasing cycles and technology, through monthly interest free salary deductions.

### How to Apply

We can only accept completed application forms, rather than CVs. This is because the regulatory guidelines of Keeping Children Safe in Education, require us to check various details of job applicants and an identical application format for each candidate enables us to do this.

Please follow the link here for to complete the application form. Please complete by 5pm on 7<sup>th</sup> July 2021.  
[MPA Application Form](#)

The selection will take place on Friday 9th July 2021.

### Keeping Children Safe in Education

**Bright Futures Educational Trust is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974; pre-employment checks will be carried out and references will be sought for shortlisted candidates and successful candidates will be subject to an enhanced DBS check and other relevant checks with statutory bodies.**

### Data Privacy

You can the details of how we use the personal data that you provide us with in our Job Applicants' privacy notice on our website: <http://bfet.co.uk/wp-content/uploads/2018/07/BFET-Applicant-privacy-notice-002.pdf>



## JOB DESCRIPTION

### Marton Primary Academy and Nursery

#### Post: Learning Support Assistant in our Specialist Provision

This is a temporary position for a year in the first instance starting in September 2021.

#### Reporting to: Class Teacher and the Inclusion Lead

#### Core Purpose

Under the guidance of our Inclusion Lead and the class teacher, provide support to address the educational, emotional, behavioural and social needs of pupils who require particular help to overcome barriers to learning.

#### Key Responsibilities

##### Support for pupils

1. To work with groups of children under the supervision of the teacher including the delivery of therapy and programmes of work and the implementation of Individual Learning Plans.
2. Provide pastoral support to pupils.
3. Attend to pupils' personal needs, including minor first aid and provide advice to assist in their pastoral, social, health, hygiene development and welfare matters.
4. Participate in the comprehensive assessment of pupils to determine specific next steps for the pupils.
5. Assist the teacher with the development and implementation of individual Education/Behaviour/Support/Mentoring plans.
6. Establish productive working relationships with pupils, being a role model by presenting a positive personal image and responding appropriately to individual needs.
7. To form close working relationships with the pupils' parents and communicate effectively and professionally with them at all times.
8. To support pupils on integration placement in mainstream school if applicable.
9. To assist with the dispensing of medication if required, with appropriate training.
10. To assist with the intimate care of pupils if required, following our academy policy.



## **Support for Teachers**

11. To assist the teacher to ensure a safe classroom and outdoor learning environment, checking materials and personal equipment for defects and implement risk assessments carried out by the teacher according to academy guidelines. This will include cleaning equipment used by pupils and ensuring its accessibility.
12. Under the direction of the teacher, prepare classrooms for lessons, including display and also to clear afterwards, as appropriate.
13. To liaise with therapists, medical staff, and other personnel working with pupils as required, assisting with the coordinating and planning of programmes of work and to integrate specialist advice and practice into Individual Learning Plans.
14. Support pupils' access to learning using appropriate strategies and resources.
15. Work with the teacher in planning, evaluating and adjusting learning activities as appropriate.
16. Monitor and evaluate pupil responses to learning activities through observation and planned recording of achievement against predetermined learning objectives.
17. Be responsible for keeping and updating records.
18. Be aware of and comply with child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff.
19. Supervise pupils on educational visits and out of school activities.
20. Assist in maintaining high standards of health and safety at all times.
21. Maintain good relationships with colleagues and work together as a team.
22. Assist in the supervision of classroom and outdoor activities
23. Assist the children at lunchtime.



### **Support for our Academy**

24. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
25. Contribute to the overall ethos/work/aims of the academy.
26. Always be a positive Ambassador of Marton Primary Academy, Nursery and Specialist Provision.
27. Attend and participate in regular meetings.
28. Participate in training and other learning activities as required.
29. Recognise own strengths and areas of expertise and use of these to advise and support others.

### **Other**

- We will always consider a flexible approach to working –just ask at interview
- You will be expected to carry out any other reasonable duties requested by the Head of School or the Leader of the Specialist Provision.
- You will be expected to attend relevant meetings as required, acting as a role model consistently promoting the Trust’s vision, values and commitments.
- You will be expected to act as an ambassador ensuring that the Trust’s high standards are promoted at all times.
- You will be expected to have a commitment to maintaining confidentiality and discretion inside and outside work.



**PERSON SPECIFICATION**

<b>Category</b>	<b>Essential</b>	<b>Desirable</b>	<b>Method of assessment</b>
Qualifications, Education, training	Numeracy/Literacy skills (at a level equivalent to NQF Level 2)  NVQ Level 3 for Teaching Assistants or equivalent qualification or experience		<ul style="list-style-type: none"> <li>• Application form</li> <li>• Certificates</li> </ul>
Relevant Experience	Experience of working with pupils with additional needs.		<ul style="list-style-type: none"> <li>• Application form</li> <li>• Interview</li> </ul>
Knowledge, skills and abilities	<p>Strong verbal and written communication skills.</p> <p>Ability to build strong working relationships with all stakeholder.</p> <p>Ability to preserve confidentiality and discretion.</p> <p>Ability to work as part of a team.</p> <p>An understanding of the role of the Teaching Assistant and other professionals working in the classroom.</p> <p>Ability to use relevant technology e.g photocopier.</p> <p>Ability to plan effective actions for pupils at risk of underachieving.</p> <p>Ability to self-evaluate learning needs and actively seek learning opportunities.</p> <p>Willingness to undertake first aid training as appropriate.</p>		<ul style="list-style-type: none"> <li>• Application form</li> <li>• Interview</li> <li>• Task</li> </ul>



<b>Category</b>	<b>Essential</b>	<b>Desirable</b>	<b>Method of assessment</b>
Our Values	Community: Evidence of working together for a common purpose and encouraging diversity.		<ul style="list-style-type: none"><li>• Interview</li></ul>
	Integrity: Evidence of doing the right things for the right reason		<ul style="list-style-type: none"><li>• Interview</li></ul>
	Passion: Evidence of taking personal responsibility, working hard and having high aspirations		<ul style="list-style-type: none"><li>• Interview</li></ul>